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ABSTRACT

This report evaluates the alcohol abuse prevention program's effectiveness in producing social change among Boys' Club participants. Concentrating on the program's second year, this paper presents summative evaluations for nine Boys' Club pilot sites. Each summation concentrates on the site's ability to implement model programs developed during the first year of the project and examines the impact the intervention effort had on participants in the program. Specific activities undertaken at each site to develop and/or implement the program are described. Sample data from surveys and interviews conducted by evaluators to assess the project's impact on participants are presented. Patterns among the project's participants and a control group are compared. The project's success in modifying the behavior and attitudes of participating youngsters are outlined and recommendations concerning the continuation and improvement of the program are listed. (EB)

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FINAL EVALUATION

BOYS' CLUBS OF AMERICA ALCOHOL ABUSE PREVENTION PROJECT

1976-77

Submitted by

INSIGHT ASSOCIATES

28 Shore Park Road

Great Neck, N.Y. 11023

August 15, 1977

UDO 19164

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The Boys' Clubs of America's National Alcohol Abuse Prevention Education program completed its second year in June 1977. The project had two major aims--one on a personal youth-serving level, the other on an organizational level. On the individual level the program aimed at enabling youngsters to make responsible decisions concerning alcohol (see 1976 Consultation Report, p. 43). At the organizational level the program aimed at developing model alcohol education programs that could be incorporated into a Boys' Club framework and be replicated in other clubs.

Suchman (1971)[1] differentiates three types of demonstration projects: Pilot, Model, and Prototype. The Boys' Clubs of America Alcohol Abuse Project conforms in its design to this typology. The first year was characterized as a Pilot phase. This is a trial and error period with an emphasis on developing intervention strategies. The second year is a Model phase. Models seek to test strategies developed during the Pilot phase. In the third year the project calls for the utilization of prototypes which will test the applicability of the models to the real world (i.e., are the models operationally feasible?).

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[1] E. A. Suchman. Action for what? A critique of evaluation research. In R. O'Toole (Ed.), The organization, management and tactics of social research. Cambridge: M. A. Schenkman.

The 1976-77 project--The Model Year--involved the selection of nine Boys' Clubs on the basis of their need, interest, and ability to develop demonstration programs. Each project was developed around a different aspect of the Boys' Club program. The sites selected and their program emphasis are listed below:

Boys' Club of Central Florida, Inc.	Citizenship
Boys' Club of East Aurora	Peer Counseling
Boys' Club of Fullerton	Keystone
Kips Bay Boys' Club	Cultural
Pacifica Boys' Club	Media Project
Boys' Club of Pittsfield, Inc.	Peer Counseling
Richmond Boys' Club	Community Educ.
South Omaha Gene Eppley Boys' Club	Arts & Crafts
Wheeler Boys' Club	Family Approach

The Boys' Club of East Aurora had been a Pilot site in the first cycle of the Boys' Club Alcohol project (See 1975-1976 Report). The project in Peer leadership that was developed at that site was judged exemplary and impressed many observers. It was decided that this project should be funded for a second year so as to provide program continuity and enable the East Aurora staff to refine and further develop their program.

The first year (1975-76) of the BCA Alcohol Education Project was characterized by a three-pronged approach to Alcohol Abuse Prevention. The program was based on:

a. dissemination of information

b. peer leadership activities

c. values clarification activities

All pilot sites developed programs around these three concepts. This year, while there was still an emphasis on humanistic and affective education and values clarification, a greater stress was placed on developing different model programs around ongoing Boys' Club activities or services. In 1975-76 year the 20 Boys' Clubs which participated in the initial three-day consultation were competing for stipends of up to $6,000. Only five programs received funding. The other 15 clubs received technical assistance from the National Director of Project TEAM and were encouraged to look for alternative sources of funding in their own communities. In fact, only 4 of the 15 clubs persisted in establishing any type of program when they did not receive financial assistance. Therefore, in line with evaluation recommendations the 1976-77 Project eliminated the competitive element from the project and all clubs that participated in the projbect were funded in the amount of $2,000.

The participants in 1976-77 project differed from their counterparts of the previous year as they arrived at the

initial consultation with some program themes and ideas prepared. While in many cases extensive revisions and refinements were necessary, the fact that the project coordinators developed some program ideas prior to their arrival in New York strengthened the Consultation and insured an earlier beginning to the actual inception of the programs in the local clubs (as was recommended by the 1975-76 Evaluation).

The Project Team program is structured around an initial meeting of all participating project coordinators in New York (Consultation) and subsequent meetings between the national staff and the project coordinators at their local clubs, with a sharing meeting towards the end of the project year.

The 1976-77 Consultation differed from the 1975-76 Consultation in several important ways.

1. As was mentioned above, the participants arrived at the Consultation prepared with program ideas and proposals.

2. No youngsters (Boys' Club members) participated in the Consultation, thus insuring the direction of the Consultation as a professional staff training meeting.

3. Project Resource Staff (program specialists) were assigned to each local Boys' Club staff person to assist in program development.

4. A full day at the Consultation was devoted to the

development of program objectives which were to guide each project and included measurable criteria for assessment and demonstrations of success. It was hoped this emphasis on management by objectives would overcome some of the problems noted in 1975-76 Evaluation (e.g., multiplicity of aims, unrealistic expectations, lack of clarity of direction, lack of specific objectives and anticipated outcomes).

In sum, we can see that the 1976-77 program was characterized by:

1. the development of models based on the programs developed in pilot projects

2. the focussing of these models around Boys'Clubs program areas

3. The incorporation of mechanisms that provide data for project monitoring and programatically enable simplified program implementation.

Aims of Evaluation

The Evaluation effort consists of two distinct but related procedures--a Formative Evaluation (Process) and a Summative Evaluation (Product).

The Formative Evaluation involves the provision of feedback information to program administrators that will be useful in the guidance and reformulation of a program. The formative aspect of this evaluation effort served to enable the director and his staff to assess goals and objectives,

identify those modalities which were most effective, and identify exceptional performances. The evaluators met with the national director on a monthly basis to review and monitor the progress of each project. The project director was provided with data on the operations of each program which guided his observations and helped him to reformulate aspects of the program. The director was alerted to weaknesses and strengths of various projects. This served the operational needs of the national staff. The national staff welcomed this information and readily adopted those suggestions which, in their professional judgment, they believed would be appropriate.

The Summative Evaluation isolates the objectives to be evaluated, the strategies used to reach these objectives, and assesses the impact of the program on the participants. Further, it attempts to link in a coherent fashion program objectives to program activities and program outcomes.

There are inherent difficulties in conducting a summative evaluation in a Prevention Type Program. Frequently it is difficult, if not impossible, for those responsible for conducting a program of this type to set measurable objectives. However, after a series of meetings between the National Director and the Evaluators--objectives for the project, criteria to determine success or failure of the project, and a variety of instruments to gauge these criteria were determined.

FORMATIVE EVALUATION

Implementation of Models

The following analysis of the implementation process in the nine sites conducting model programs incorporates much of the data presented in the formative evaluation to the National Director.

Data Collection Instruments and Data Gathering Activities

The data base for this endeavor comes from several sources. As the models were developed around a series of behavioral objectives, it was decided that the assessment aspects of the objective approach could serve both a self-monitoring and evaluation function. The evaluators established a file for each participating club. In these files the collaboratively determined (between project coordinator and evaluator) objectives were listed. The evaluators (and in some cases the project coordinators) developed a series of individual rating sheets (see Appendix for samples) to be completed by the project coordinator or the program participants. The aim of these sheets was to monitor progress toward accomplishment of objectives and not rate the success of the activity. At times the project coordinators confused the aims of the rating sheets and were upset that they did not "capture the essence" of their sessions. When these reactions became apparent to the evaluators they were discussed with the National Director who discussed the nature

of objectives and assessment of objectives with the project coordinators. The evaluators also encouraged those project coordinators who wished to produce their own rating sheets for assessment of objective purposes.

In addition to the rating sheets, the Visit Reports of the National Staff and the Project Resource Persons were incorporated into the Model Site File and gave another perspective to the evaluators.

A series of interviews with the Project Coordinators was conducted by the evaluators during the Sharing in May. The evaluators used a structured focussed interview technique to determine the nature of the implementation process in the individual clubs. The interviews were taped and the protocols were analyzed shortly after the interviews by the evaluators. When direct quotes appear in the club analyses they are extracted from these protocols.

BOYS' CLUBS OF CENTRAL FLORIDA, INC.

The Project TEAM-program in Central Florida--PAD--Prevention of Alcohol Dependency draws on three Boys' Clubs in the Central Florida area. One club is predominantly white, economically lower to middle income, one predominantly black and low income, and one club is racially and economically mixed. The PAD program is composed of 12 youngsters between 14 and 17 years of age. It is unique in that it is the first noncompetitive inter-club effort in that region. A major problem of this type of structure is the difficulty in developing group continuity and rapport. PAD participants were selected by each unit director. The directors looked for young people who were reliable and dependable, as it was clear that the program necessitated a major commitment of time and energy. Further, the director attempted to look for youngsters who were involved with (or had the potentiality for involvement with) alcohol. However, the young people selected were not court referrals or chronic abusers.

The main aim of this program, according to Mr. Tom Morrell, the project coordinator, was "to take a group of young people and develop their leadership capability in order to serve the community." This Citizenship program was an outreach effort on the part of the Boys' Club designed to fill

the vacuum in alcohol education in this region. This objective was viewed as being very important as alcohol-related problems were prevalent in this community. While the objectives seem to have guided the activites (acccrding to on-site visits) and were valuable to the project coordinator, Mr. Tom Morell, the failure of Mr. Morrell to provide accurate documentation of his progress in meeting objectives beclouds our ability to understand the implementation process.

The director reported that in instituting and publicizing a program of this nature, heavy demands were made on his time. Further, it inflicted extra burdens on o' er staff members. However, the staff cooperated and ..cted positively to the program, as they believed it to be a worthwhile project. Mr. Morrell believed he spent approximately 10% of his time working on the project. (Other staff professionals also were involved.)

Before the Consultation Mr. Morrell lacked clarity on how he was going to accomplish the goals he had set. As a result of attending the Consultation he felt "he was 100% more clear" on what he was going to do. The National Staff and Project Resource Person helped him develop specific ideas and strategies.

The on-site visits of the National Director and the Project Resource Person proved very beneficial. However,

the geographic distance separating the Resource Person from the program limited the potential usefulness of the collaboration. During these visits the program was "refined, revamped and clarified a great deal." The three-club concept proved difficult to implement for two reasons: difficulties in scheduling (there were many competing activities from the Boys' Clubs and the different high schools), and difficulties in creating feelings of unity as previous contact between the participants had been of a competitive nature.

Local agencies and individuals were strongly involved in the execution of this program. A resource committee consisting of community people served in an ongoing advisory capacity.

Despite the initial limitations of the participants (lack of cohesiveness, inability to speak publicly, inaccurate street knowledge of alcohol), a viable TEAM of peers was developed. This group demonstrated its growth and ability at a successful 2-day workshop which was conducted for 60 local teams. A testimony to their success is that the local Health Education teacher, who attended, indicated that he would like to incorporate this group into the School Health Education program in the coming semester.

BOYS' CLUB OF EAST AURORA

East Aurora is a midlle to upper-middle class community of 8,500. It is an all white suburb of Buffalo. The East Aurora Boys' Club had been the site of a successful Alcohol Abuse Prevention program in the 1975-76 Project TEAM cycle and was refunded for a second year. The program, Alcohol Awareness 77, concentrated on training 14 young people (7 male, 7 female) as peer counselors. The 14 were selected on the basis of their leadership potential and their "capacity to care," as well as other demographic characteristics (age, sex, interest).

The major thrust of the program was the training of peer counselors. In addition, Mr. Buchanan continued the successful alcohol awareness workshops in which youngsters from the local schools participate in a 6-hour session at the Boys' Club. (This program was developed in the 1975-76 Project TEAM cycle.) Mr. Tim Buchanan's specific aim was to train this core group "to be helpers to other kids." As this was the second year of the project in East Aurora, Mr. Buchanan was very clear as to the demands and expectations of his role. The objectives outlined at the beginning of the year were satisfactorily met.

While Mr. Buchanan found the use of behavioral objectives (an innovation of the 1976-77 TEAM cycle) excellent,

he found the use of rating sheets to monitor the achievement of these objectives "dehumanizing." He persisted in seeing them in this light. This seems to be based on a misunderstanding of the nature of objectives and criteria for success.

Mr. Buchanan was very clear on what was expected of him because of his experiences in running a successful pilot program in 1975-76. Even with previous experience he found himself spending 50% of his professional time in instituting the program (the first few weeks) and approximately 20% of his time during the duration of the program. Because of the heavy demand on Mr. Buchanan's time, a part-time staff person had to be hired to augment the staff.

Mr. Buchanan emphasized the need for obtaining a sensitive professional trainer with a guidance and counseling background to conduct a Peer Counseling Program. Although the project appears to be successful in that the objectives were met, there is a reported tendency of the program to be overdependent on the director.

BOYS' CLUB OF FULLERTON

The Boys' Club of Fullerton is located in a low-income district in California. It is a regional club servicing youngsters from several neighboring communities. The youngsters served are of a mixed ethnic background. Approximately half are of Mexican descent. Other groups represented are Arabic, Vietnamese, Black, Puerto Rican, and Jewish.

The TEAM project, Booze is Cool, Or Is It, is focused around an existing structure, the Keystone Club. The Keystone Clubs are service-oriented clubs existing within the Boys' Club setting.

The project involved 13 Keystoners between the ages of 13 and 17. As Keystoners these young people, similar to the regular club members in many ways, differ somewhat in that they are more service oriented. In general the TEAM members did not have alcohol-related problems. One member who did have a problem, according to the coordinator of the project, Paulette Goddard, modified his behavior during the project year.

In keeping with the Keystone ethos of service, the coordinator saw this project as producing a resource for the entire community in the area of alcohol education and awareness. There were three avenues for implementing this goal of community education. The first involved conducting an Educational Health Fair (composed of informative displays,

small group discussions, a film, physical games and contests relating to alcohol) which was open to Boys' Club members and other interested persons. The second aspect of the program was the planning and execution of a series of two-hour educational seminars which were conducted in neighboring Boys' Clubs with a Keystone group. All seminars aimed at making other Keystone Clubs aware of attitudes, values and cognitive information relating to alcohol. The third project was the production of an educational pamphlet.

All objectives were satisfactorially realized. This project experienced a turnover in personnel after the program was initiated. The new coordinator indicated that the existence of clear, specific behavioral objectives was the crucial factor which determined the successful transference and was responsible for the success of the program. The objectives insured that the program "didn't fizzle out." Everyone involved knew what the sequence of activities was to be. The step-by-step outline helped create a high level of enthusiasm and cooperation.

The time demands on the coordinator of the project were heavy. The support of the other staff within the Boys' Club facility in deploying additional sources of manpower to pick up the slack and the direct help of the arts and crafts staff in building displays for the Health Fair contributed to the success of the program.

The active participation and/or encouragement of the Executive Director was missed. While the Executive was not resistant, he did not actively involve himself in the project. This approach may be attributed to a laissez-faire leadership style and not as a block to be overcome.

The backing of the National Staff was important to the success of this program. Ms. Goddard felt that the Project Director showed interest and encouragement but did not try to coopt or control the program. Instead, Mr. Jordan was perceived as a concerned father in the background, guiding but permitting growth. Further, the feeling of being "special" and part of an important national project was shared by both the staff and the youngsters.

The Project Resource Person, Tom Sauer, was helpful in the early stages of the program but when the personnel change-over occurred the personal relationship that had existed between the original coordinator and the Resource Person was not transferred to Ms. Goddard. Ms. Goddard felt she could have used help during the planning and execution of the Health Fair but she was not sure what the role of the Project Resource Person was.

The role of funding was important in the execution of this project as the production of the pamphlet proved to be very expensive.

The other support services of the National Staff,

TEAM Times, and other literature disseminated through the National Office were useful to Ms. Goddard. After an article about the project appeared in a newspaper, local agencies took the initiative in offering their services. They willingly shared materials and other resources. Further, they attended meetings and participated in training sessions. Ms. Goddard hopes to expand the program next year as "training 13 kids in a community of 93,000 is not enough."

Ms. Goddard believes that the youngsters who were trained through this Keystone Project are now "more aware" and "sensitive" people. The coordinator notes that there is less teasing, less name-calling, and more awareness of and consideration for the feelings of others.

KIPS BAY BOYS' CLUB

The Kips Bay Boys' Club, Bronx, N.Y., is a large club serving Kips Bay area of the Bronx. The membership is predominantly Black and Puerto Rican. In 1975-76 Kips Bays sponsored an unfunded alcohol abuse prevention program, RAP, as part of Project TEAM. The members of RAP II Reviewing Alcohol Problems reflect the membership of the club. They were selected on the basis of expressed interest, attendance at an open meeting, and individual screening by the project coordinator. The coordinator, Mr. Dale Drakeford, selected 15 members who he felt would be good for the program and would benefit from the program.

The RAP II program is described as an attempt "to pinpoint those social, historical and cultural phenomena in society which influence drinking." To achieve this goal, Mr. Drakeford undertook a very ambitious series of activites which included values clarification activities, library research, the development and presentation of a play, interviewing community residents, and instituting a Cultural Fair for Boys' Club members and other interested members of the community. While many of the objectives were met, Mr. Drakeford experienced great difficulty in motivating the participants to do library research, which he had envisioned as the cornerstone of his project. Instead, the community interviews proved to be a valuable source of information on cultural attitudes.

Initially, Mr. Drakeford spent 100% of his time at the Boys' Club in instituting this program. This reflects his commitment to it and his perception of the potential impact a project like this can have. Conflict with his other Boys' Club responsibilities was evident in light of such heavy time demands. By the end of the project he was spending approximately 6 hours a week on the project.

Despite the cross pressure of other responsibilities, the staff at the club was supportive and helpful.

The support and aid of the National Staff, the Project Resource Person and TEAM Times in particular were specified at the interview session. Because of close geographic proximity between the Project Resource Person and the project, a close ongoing relationship was established. With regard to the newsletter--Team Times--he found it to be an "inspiration."

The Team members were proud to be part of a national project. This attitude contributed to the success of the program. However, Mr. Drakeford felt the program was only moderately successful in its impact on the participants. He felt it "definitely touched all the kids." Factors which he believed detracted from the success of the program were scheduling difficulties (which were aggravated by the many hours the group met) and competing attractions, the lack of sustained interest in the library research, the feeling

on the part of the coordinator that he was imposing a program that was alien to the needs and interests of the group and was not of their own deslgn.

While he felt funding was not essential for success, he advised that a staff worker be assigned exclusively to the project. Unless one can depend on an extensive, well-trained pool of volunteers, staff time is a major financial burden that limits the activities of many clubs.

Despite some of the reservations of the director, the Cultural Fair and the RAP II play which has been filmed and is available for use in other clubs are tangible evidence of the success of the program. Furthermore, Mr. Drakeford is committed to establishing RAP III, a third cycle Alcohol Abuse Prevention Program at the Kips Bay facility.

PACIFICA BOYS' CLUB

The Pacifica Boys' Club is a new facility serving young people who come from two-income middle-class families. The club is in a suburban community. The Project TEAM group is typical of the membership. Fifteen participants were selected who had been involved in the Boys' Club programs.

The media project aimed at exploring the relationship between the role of the media and alcohol abuse; or, to put it conversely, the role of the media and responsible use of alcohol. The participants were trained in values clarification, decision making, and alcohol education. They then analyzed the role of the media in relation to alcohol. Further, they planned to develop several media projects geared toward responsible use of alcohol.

Because of inadequate self-monitoring and failure to forward assessment data, it is difficult to determine the extent to which the objectives of this project were met. Further, the lines of professional responsibility were not clearly defined. (This contributed to the evaluators' difficulty in assessing the project.) According to the visit reports of the National Project Director, there seemed to be a "power struggle" between the project coordinator, Paulette Bellis, and the Club Executive. The individual responsible for coordinating the activities did not complete the budget and activity reports. This function as well as that

of attending the Pilot sharing was taken over by the Club Executive. Mr. John Lank, the Executive, was very enthusiastic about the potential of the project to help the youngsters as well as enhance the image of the Boys' Club in the community. It was because of the importance of this project to the Club that he took such an active role. After the Consultation he found that the Program had to be scaled down as he became more realistic about the costs involved. These decisions were not communicated to the evaluators. The Executive Director was heavily involved in program activities and put additional funds into the project. He indicated that the Project Resource Person was of minimal assistance in that he met with him only once and he was too far away to be of continuing aid.

According to Michael Looney, the Project Resource Person, there were "some problems in developing this program," as they had grandiose plans to use sophisticated media equipment and lacked the expertise and the budget to put these plans into operation. He also noted that their enthusiasm was not actualized in the form of concrete behavior with regard to the technical media aspect of the program.

The Executive said he found the support services provided by Don Jordan very helpful and that it "kept me on the ball." He said also that "people in the field need to be stroked and complimented," and Mr. Jordan filled that

function. Local agencies were an important source of support in this project. Both the staff and the young people felt very important in being part of a major national program.

While Mr. Lank verbally indicated his commitment to the behavioral objectives, his behavior did not reflect this attitude.

Because of the peculiar structuring of the implementation process in Pacifica, the real achievements of the program are problematic.

BOYS' CLUB OF PITTSFIELD, INC.

Pittsfield has long been considered a "Boys'Club Town." The club provides a wide range of activities that are supported and used by many members of the community. The population being served is dominantly white (90%) and ranges from lower-class to upper middle-class.

The TEAM project developed in Pittsfield--Youth Raps for Moderation--is a program geared to the training and development of peer counseling. Twelve members of the club between the ages of 16 and 18 were selected on the basis of their leadership potential and demonstrated strength within their own peer groups. An attempt was made to tap as broad a spectrum as possible and members from different schools and peer groups were selected. This primary group in general did not have alcohol problems. The program aimed at enabling the youngsters to become effective and responsible peer counselors within their own groups.

The training consisted of a series of workshops including values clarification activities, attending and responding activites, and client-related activities. Simulated counseling sessions were also part of the training. Video tapes were used to enable the group members to benefit from self-observation and develop new levels of understanding in the counseling situation.

According to the information provided by the coordinator, the objectives outlined at the beginning of the program, with the exception of the last objective, were satisfactorily met. This objective was modified as many members of the group were uncomfortable with the label "counselor." They felt they could be most effective in using their newly developed skills in an informal, natural setting.

The project coordinator took a very active role, spending 100% of his work time launching the program initially and continuing to spend 35% to 50% of his time during the remainder of the year on this project. He said that at the consultation he was confused as to what was expected of him. His original plan had not been specifically directed toward peer counseling. While there was some initial resistance on the part of the professionals in the club because of negative experience with other nationally sponsored BCA programs, it was soon overcome by the enthusiasm and support of the program coordinator and the young participants. Mr. Vecchia believes that staff support is crucial in the execution of such a program. The initial resistance of the Pittsfield staff has been transformed into positive feelings. The project is seen as a success by the entire club, not only the primary group.

The problems that beset the project at its inception dealt with scheduling of activities and finding a quiet,

secluded room away from the distracting influence of the regular Boys' Club activities. While these problems were overcome to some degree they persisted from time to time throughout the year.

The services of the National Staff in providing support and guidance as well as keeping the Pittsfield group aware of the activities and events going on in the other clubs was helpful in "keeping us on the beam." The coordinator also cited the importance of the role local agencies played in providing technical assistance.

The major problem in implementing such a program, according to the coordinator, is the funding necessary for additional staff services. The success of the program "pleasantly surprised" the coordinator who initially had doubts concerning the ability of the youth to serve in the role of counselor.

Two tangible signs of the program's success are the willingness and interest of the group to keep meeting and the initiative of the staff in securing funding. These efforts have proved to be successful and the program will continue next year. The coordinator would like to extend the program to reach the junior high school age group. It is at this level that there is a complete absence of alcohol programs in Pittsfield.

RICHMOND BOYS' CLUB

The Boys' Club of Richmond, California serves an all black population at the lower rung of the socioeconomic ladder. The boys are from welfare to lower working-class families. Many of the members live in a local Housing Authority project. Project TEAM participants reflect this membership of the club.

The program--Project Options--aimed at developing a core of Boys' Club members to serve as Community Educators. The youngsters selected for the program participated in a series of values clarification sessions. In addition, they were trained in leadership techniques and communication skills. They were taught basic facts about alcohol use and abuse. At the conclusion of the training, they presented alcohol programs at various youth-serving agencies in the Richmond region. According to the information provided by the club, the objectives outlined at the inception of the program were satisfactorily achieved.

According to Mr. Dave Duer, project coordinator of the Richmond Boys' Club, his role as staff person responsible for the Project TEAM program demanded more active participation on his part than he had expected. In the initial phase of the program he spent 25% of his work time (along with an assistant) in organizing and initiating the project. At the end of the project he was spending approximately 20%

of his time on the program. His ability to perform his role was enhanced by the support of the other staff members in the Richmond Club. While he found the demand for written documentation at times frustrating, he complied with all requests. Mr. Duer did not see the necessity for extra funding. This may be attributed to the fact that the priorities of the club had led them to plan an alcohol abuse project before they were selected as a Project TEAM model site. Therefore he did not take into account staff time as an added expense. He saw outside funding as restrictive, as it entailed additional paper work. However, he found the Consultation at the beginning of the program to be helpful in clarifying his goals and refining his ideas. Further, he found the support services provided by Don Jordan, the national director, and the Project Resource Person, Mr. Paul Gaor, very useful. However, because of the geographic distance separating the national staff and the site, Mr. Duer found the services of local agencies even more important. The alcohol agencies in the community "bent over backwards" in their willingness to assist but not co-opt the Boys' Club program. The local agencies provided alcohol expertise and were very impressed with Boys' Club capabilities to serve young people in this area. A positive byproduct of this collaboration was the broadened image of the Boys' Club in the community. "They saw that we do things besides playing basketball."

With regard to the actual implementation of the project the self-initiated program (as distinct from an externally imposed one) contributed to the willingness of the staff to extend themselves and meet each problem as a challenge rather than a stumbling block.

Among the satisfying outcomes of the program that Mr. Duer cited was the enthusiastic response of the audiences at the agencies that the participants addressed. In addition, Mr. Duer noted two important personal changes in the young people which he believed to be directly linked to program participation. One young girl who had been expelled from two local junior high schools modified her behavior and was not involved in any reported subsequent delinquency. One participant who had difficulty in participating in the group process (because of his hyperactivity) in the early sessions modified his behavior during the program.

The dynamics of this successful program rest to a large degree on the innovative collaboration between the Boys' Club and other local voluntary agencies, each bringing its unique skills to bear on the problem.

SOUTH OMAHA GENE EPPLEY BOYS' CLUB

The South Omaha Gene Eppley Boys' Club serves an ethically and economically mixed clientele. The Project Team Program--Project RAPS--is an arts and crafts approach to alcohol abuse prevention education. The 20 TEAM participants represent different junior and senior high schools in the service area. Not all the participants are Boys' Club members. Approximately one-half are Chicano. Two of the participants were referred by the Courts. While there was some turnover initially, the Project Cooridnator, Donald Preister, made a great effort to maintain a 20-member core group.

The project had several components. The first was a training session focusing on values clarification, decision making, and alcohol information. Then four original crafts presentations were planned and executed by the participants. Further, the program participants publicly demonstrated their crafts projects to Boys' Club, community, and other interested parties. In the final stage, efforts were made to have the crafts project demonstrated at other youth-serving agencies.

According to the materials received from the project coordinator, the objectives of the project were successfully achieved.

The coordinator found the Consultation useful and the support services of the National Staff helpful. Other local agencies and local staff members were also supportive and helpful. This club is unique in that it has a strong tradition of excellence in arts and crafts. Under the guidance of Project TEAM, this technical excellence was fused with a commitment to affective education and alcohol abuse prevention to produce a model project. Each session fused values trusting activities with project production.

The project coordinator originally had some problems with attendance, but through his diligent efforts these were overcome. At the conclusion of the project, three-fourths of the members asked when they would "meet again." The coordinator suggested that programs of shorter duration might be beneficial. This would avoid program conflicts.

In analyzing the imact of the arts and crafts project, Mr. Preister thought it was especially beneficial to "poor students" who had not achieved success in a school situation but would not be limited by this in an arts and crafts program. There were many incidents that indicate the validity of this premise. The children referred by the Courts remained with the program beyond the period they were obligated to participate, according to the requirements of their probation. A sister of one of the participants indicated that she noted a difference in how her brother related to

other members of the family since he joined the group. In another case a youngster who previously had come to the club "only to enjoy himself" became "more helpful and concerned with others." This was manifested by his involvement in the Keystone Club with its accent on service.

The program's success, according to Mr. Preister, was that "it permitted kids to be responsible." He was most pleased when the youngsters pointed out mistakes and wanted to correct them even when this required additional expenditure of time and energy.

After establishing the general guidelines and objectives of the program through values clarification and alcohol information sharing, the youngsters were encouraged to develop their "own parts of the program and use it to reflect their strengths." It was this that permitted the growth of responsibility which characterized the success of the program beyond the excellent visual presentations. While the parents were pleased with the arts and crafts endeavors, they too remarked on how pleased they were with the perseverance and responsibility evidenced by the young people.

WHEELER BOYS' CLUB

The Wheeler Boys' Club, situated in Wheeler Indiana, is an all black club in a low-income area adjacent to a public housing project. Sixty-five percent of the members live in this project and many come from single-parent families.

The Wheeler program, ANAAA--Act Now Against Alcohol Abuse--attempted to include young people and adults in a values clarification family setting. Mr. Ralph Dowe, project coordinator, selected participants based on their interest, willingness, and their vulnerability to alcohol-related problems. The main emphasis of the program was on value clarification sessions related to alcohol, communication skills, and the dissemination of alcohol information.

The behavioral objectives guided the program's development and seem to have been satisfactorily met.

Prior to the Consultation, Mr. Dowe did not have a clear understanding of what the project goals were. Initially he felt his aim was to stop youngsters from drinking. As a result of his participation in the Consultation training sessions, he had a clearer understanding of the project and the role he was to play. He welcomed the opportunity to learn about setting goals and objectives. According to Mr. Dowe, "the training session really did the job." After attempting to initiate the project he realized the demands

on his time were greater than he had anticipated. Initially approximately 40% of his time was spent on the project; subsequently this was reduced to 1/3 of his working time. The conflicts which resulted caused him to reevaluate his priorities. Other Boys' Club staff reacted positively since they felt the project was of great importance to the community. Alcoholism is an obvious immediate and very visible problem in this community, as many alcoholics frequent the area surrounding the club during the day. Evidence of the proximity of the problem to the families of the Boys' Club members surfaced during the initial start-up phase, as many parents when hearing of the project expressed concern. They feared that their children had drinking problems, would be in contact with people with drinking problems, or would be stigmatized as having drinking problems. This initial resistance was overcome because of the human relations skills of the project coordinator.

Funding was crucial, as without it the program could not have been implemented. The money was used to purchase materials and supplement staff. The technical assistance of the National Staff as well as resources such as TEAM Times were viewed as being very helpful. TEAM Times served as a model for the development of a local newsletter. Unfortunately, the project coordinator did not find the Project Resource Person helpful. The Resource Person did not understand the

purpose of the program, according to Mr. Dowe. Further, Mr. Dowe believes the Project Resource Person should be from the local area.

The support services offered by the National Staff, aside from their intrinsic value, served as a motivational factor.

Mr. Dowe was personally impressed with the worthwhile nature of the project and is confident of his ability to find supplementary sources of financial aid to insure its continuation.

BCA Project TEAM successfully introduced alcohol abuse prevention projects in nine locations. In many of these communities the Boys' Clubs provided the only alcohol education program for young people. In general the other youth-serving agencies look to these clubs for leadership in this area.

Local communities were impressed by the programs conducted under the aegis of Project TEAM. They recognized the involvement of BCA in serious programs geared toward ameliorating social problems. In the communities serviced by Project TEAM, the image of a Boys' Club has been enhanced.

The NIAAA sponsorship of this program represented a tangible sign of the confidence and interest of a national body in the activities of a local club. The resources provided were of financial and motivational value.

SUMMATIVE EVALUATION

Data Gathering Instruments and Activities

Three instruments were developed to assess the project's impact on the participants. The instrument administered to the participants at the inception of the program consisted of a series of demographic questions, questions designed to elicit information on patterns of alcohol use, and the Rosenberg Self Esteem Scale. This scale was designed to measure attitudes toward the self along a favorable to unfavorable dimension and was constructed for use in a large-scale survey of high school students.

Using the Guttman procedure, the reproducibility of this scale was .92. At the conclusion of the program an instrument consisting of the same series of questions on alcohol use and the Self Esteem Scale was administered.

A structured open-ended interview schedule for the project participants was developed by the evaluators. The purpose of the interview was to elicit in a personal fashion the participants' experiences with the project, their attitudes toward alcohol, their drinking behavior as well as generalized feelings of growth or self actualization. It is believed that this two-pronged approach (i.e., questionnaire and interview) complement each other and provide a rich data base to gauge the true impact of the program.

In October, the first set of instruments was mailed directly to each project coordinator with instructions for administering the instrument. (At the Consultation the evaluators had presented a rationale for the evaluation and attempted to enlist the support of the group.) Several follow-up phone calls were made in order to maximize the number of returns.

Because the individual data collection was a two-phase process and because it was necessary to guarantee individual anonymity, the following technique for identification was used. In each Club, each participant was asked to construct a code number for himself based on the letters of his first and last names and his date of birth. These self-generated numbers were used to match the instruments and at the same time eliminated the need for identification by name. The second set of instruments was given to the project coordinators in May when they came to New York City for the Pilot Sharing. Again, several attempts were made to follow up the initial request for return of questions. All model sites returned the first set of instruments and all except the Pacifica Boys' Club returned the second set. The failure to comply with evaluation procedures is a serious departure from the contractual obligation of the club.

The second aspect of the Summative Evaluation consisted of structured interviews with a sample of five participants

at each Model site. The interviews were conducted by the Project Director, Mr. Donald Jordan and his associate Mr. Brian Windsor. The interview schedules were designed to elicit in-depth information from the participants. The evaluators were interested in gleaning examples of behavioral and attitudinal changes resulting from participation in the project. The interviewer's art consists in creating a situation wherein the respondent's answers will be reliable and valid. The ideal sought is a permissive situation in which the respondent is encouraged to voice his frank opinions without fearing that his attitudes will be revealed to others and without the expression of any surprise or value judgment by the interviewer.

The interviewers were prepared by the evaluators and instructed to record the verbatim responses of the participants. Frequently these responses illustrate the nuances of attitude that questionnaires cannot tap. In order to check on the veracity of the interviewee the interviewer was asked to answer several questions after each session. The questions dealt with the interviewer's estimate of the ability of the participant to understand each question and his confidence in the honesty of the responses.

The interviews were conducted in April and May 1977 and the completed protocols were returned to the evaluators for coding.

Data Analysis

Description of the sample. The data presented below are based on 124 pretests and 95 posttests. It is unfortunate that in many instances congruence between the pre- and posttests is lacking. This is due to youngsters leaving the program and being replaced.

Of the 124 pretests, 69% of the respondents were male and 31% were female. The participants ranged in age from 9 to 19 (with the exception of the Wheeler program which included adults). Seventy percent of the participants were in the 14-17 year age category. Most of the participants are full-time high school students. When questioned about their grade average at the end of the last semester, 16% reported "A" (90-100%) averages, 51% reported "B" (80-90%), 27% reported "C"(70-80%), 3% reported "D" (60-70%), and 3% did not respond to the question.

The respondents were asked to indicate their total yearly family income (see Table 1). Almost half the participants indicated that their family's income was over $8,000 and 30% indicated family income of over $15,000. Because of the close relationship between education and income, father's level of education (see Table 2) is considered another valid indicant of socioeconomic status. Thirty-six percent of the respondents indicated that their fathers had some exposure to college education. In addition,

Table 1

Family Income

Income Range	Percentage of Sample
Below $3,000	3.1%
Between $3,000 & $5,000	7.9%
Between $5,000 & $8,000	4.7%
Between $8,000 & $12,000	9.5%
Between $12,00 & $15,000	8.7%
Over $15,000	30.1%
Don't know	35.7%

Table 2

Father's Education Level

Highest Level Completed	Percentage of Sample Responding
Elementary school	1.6%
Some high school	15.3%
High school graduate	30.6%
Some college	10.4%
College graduate	14.5%
Graduate of professional training	11.2%
Don't know	16.1%

over 30% were high school graduates.

This group of youngsters is comparable as far as socio-economic status variables are concerned to those in the 1975-76 project year. The participants in the Project are, however, atypical of the young people in the Boys' Club movement. A national Health Survey conducted by BCA in 1974 showed that only 26% of the population had family incomes exceeding $8,000. Even considering inflationary factors this group appears to exceed the income level of the general Boys' Club population.

In order to understand the population we are studying it is instructive to investigate other factors of the family dynamics. Fifty-eight percent of the respondents indicated that they are living with both parents, 27% live with their mothers only, 3% live with their fathers and the remainder in other household arrangements. The participants come from large families. Twenty-nine percent of the respondents were from families with three children, 55% come from families with four to seven children, and 12% have more than seven siblings. The preponderance of relatively large families in this sample somewhat modifies the meaning of the atypically high family income (vis à vis the model Boys' Club). The matter of socioeconomic status is further complicated by the fact that 70% of the mothers are employed either full or part time and 11% are unemployed at the

present but are looking for jobs.

Closely associated with the issues of socioeconomic status are educational aspirations. The aspirations of this group varied but reflected the middle-class values of the group. Fourteen percent indicated they they planned to finish high school, 6% said that they hoped to go to technical or business school after high school, and 13% stated that they planned to have some college education. The educational aspirations of 46% included graduation from a four-year college and an additional 19% planned some post-college education. In sum, we see that the sample is strongly middle class as far as the value it places on education. While some of the participants may be in a precarious middle-class situation due to their large family size and the pattern of two-income families, the high positive attitude toward education indicated by youngsters' eduational aspirations shows that their social situation probably has led them to incorporate middle-class values in many areas. This conclusion is reinforced by the consistently high scores on the Rosenthal Self Esteem Scale.

The extent of drinking behavior among teenagers is not known. Estimates vary and the patterns of use may be locally determined. A recent study (Research Triangle Institue, 1975) of a nationwide representative sample of junior and senior high school students found that 27.3% of

the young people surveyed were alcohol abstainers. Of the remaining 72.7%, the following distribution based on frequency and amount of alcohol consumed emerged: 16.3% were infrequent drinkers; 16.6% were light drinkers; 15.5% were moderate drinkers; 13.7% were moderate/heavy drinkers; and 10.6% were heavy drinkers.

The pattern of alcohol use in the Boys' Club sample follows this trend with regard to abstinance. While 93% of those who participated in the Project TEAM Program indicate they have had at least one drink, approximately 30% of the youngsters do not now use alcoholic substances. The drinking patterns of the 70% of those who do drink is complex. Beer is the most commonly consumed alcoholic beverage. However, those who do drink wine or liquor also tend to drink beer. The relationship between beer consumption and liquor consumption is significant at the .001 level of significance.

Of those who identify themselves as drinkers, 68% drink beer, 62% drink liquor, and 54% drink wine. It is difficult to determine why beer is the most commonly consumed beverage. Elements of choice, preference, availability, economics and role modeling are all probably involved. The complexity of the issue contributes to the difficulty of modifying beer drinking.

The youngsters involved in the Boys' Club projects began their drinking at an early age. Forty-five percent

had their first drink before the age of 13; 26% at the age of 14 or 15; and 7% at the age of 16 or 17. Thus we see that these youngsters begin experimenting with alcohol while they are quite young.

For many youngsters drinking is an integral part of the social process; 81.6% of those who drink indicate that they drink "to celebrate and have a good time." Other reasons commonly cited by this group for drinking are for "fun kicks and excitement," a preference for "the taste," and "to see the effect" alcohol has.

For those youngsters who reported they did not drink at the inception of the program, over half cited health factors and the perceived dangers as reasons for abstinence.

These data form a basis for understanding the Boys' Club population that was exposed to the 1976-77 Project TEAM activities in the nine locations. While the specifics of each model differed, all programs were designed to achieve two general goals, i.e., the development of responsible decision making about alcohol, and the development of replicable models. The issue of whether the models developed are indeed replicable will be ascertained during the third year (the prototype year) of the BCA project. This aspect of the evaluation effort addresses itself to the problem of determining the effectiveness of the nine models.

Impact of the program. In order to arrive at conclusions regarding the effectiveness of the programs with

regard to decision making, the evaluators examined the participants' drinking behavior, attitudes toward alcohol, as well as the participants' feelings about themselves and others. The rationale behind the Boys' Club Project suggests that positive feelings towards oneself and others will lead to responsible decision making in many areas. Thus, when youngsters are confronted with the difficult decisions regarding alcohol, those who have developed greater insights into themselves, their values, and their own worth will be better able to weigh alternatives and make informed, reasoned decisions.

The evaluators looked at several factors with regard to behavior in assessing the impact of the program. As stated above, of those who drank prior to the inception of the program, 81.6% indicated they drank "to celebrate and have a good time." "Fun kicks and excitement," and enjoyment of the "taste" were the second and third most frequently cited reasons. After participating in the Project, 74.5% still cited celebration and having a good time as the major reason for drinking. The relative ranking of the other two reasons did not change. Thus, while there was some change in the anticipated direction, the change was not great. As the aim of the program was to develop responsible drinking behavior, and as the consumption of alcohol appears to be closely related to celebrations, it was decided to use amount

consumed at one sitting as a useful index of drinking behavior. Frequency of drinking was believed to be an inadequate index as it easily might be contaminated by extraneous variables such as holidays, celebrations relative to specific times of the year, family events, or other occasions which might have come up during the month the question was asked. Tables 3, 4, and 5 summarize the self-reported amounts of alcoholic beverages consumed prior to the inception of the BCA Project TEAM activities and at the conclusion of the programs.

Table 3

Amount of Beer Consumed at Average Sitting During the Previous Month

Amount Consumed	Before exposure to Project TEAM	After exposure to Project TEAM
Large Amount 6-12 cans	16.0%	17.8%
Medium Amount 3-6 cans	21.6%	18.9%
Small Amount 1-2 cans	30.4%	35.7%
None	32.0%	27.3%

Table 4

Amount of Wine Consumed at Average Sitting During the Previous Month

Amount Consumed	Before exposure to Project TEAM	After exposure to Project TEAM
Large Amount 6-12 glasses	5.6%	1.0%
Medium Amount 3-6 glasses	8.8%	9.6%
Small Amount 1-2 glasses	4.0%	3.0%
None	45.6%	59.1%

Table 5

Amount of Liquor Consumed at an Average Sitting During Previous Month

Amount consumed	Before exposure to Project TEAM	After exposure to Project TEAM
Large Amount 6-12 drinks	4.8%	2.1%
Medium Amount 3-6 drinks	20.3%	18.0%
Small Amount	36.5%	36.1%
None	38.2%	43.6%

The respondents indicated the amounts of alcoholic beverages consumed during a typical drinking episode in the past 30 days. The percentage of abstainers increased in the categories of wine and liquor. Whereas amounts consumed did not change dramatically, the trend is toward more moderate consumption in all categories except beer. Beer consumption generally increased despite exposure to the Project TEAM activities. This is congruent with the findings of the Research Triangle Institute study (of adolescents) in which it was demonstrated that beer drinking increased in frequency and in amount with increases in age.

To understand responsible decision making with regard to alcohol one must examine variables in addition to amount of alcohol consumed. By doing this one can understand the impact of the BCA program. Before the inception of the program 45% of the respondents reported that they do drink but their drinking had never resulted in "trouble." Conversely, 25% of the participants had been involved in troublesome incidents because of their drinking behavior. At the conclusion of the Program, 59% indicated that while they did drink during the past six months, this behavior had not resulted in troublesome incidents.

At the beginning of the program there were 22 reported incidents of alcohol-related trouble with parents, 10 incidents of trouble with the police, 8 incidents involving

friends, and 5 each with school officials and Boys' Club leaders. At the conclusion of the program there were only 5 incidents of alcohol-related trouble with parents, 1 with the police, none with friends and school officials, and 2 with Boys' Club leaders.

This finding is one indication of more responsible drinking behavior on the part of those who participated in the project. Despite the persistance of alcohol consumption, youngsters appear to be involved in fewer disruptive incidents caused by their drinking.

Another index of responsible decision making deals with conforming behavior in drinking situations. The extent to which youngsters feel pressured to drink in order to be part of the group was examined. Table 6 indicates the degree to which the respondents felt that their peers were "pressuring them to drink."

Table 6

Perceived Pressure from Peer Group towards Drinking

Pressure	Before Project TEAM Activities	After Project TEAM Activities
Never felt pressured	50.0%	63.1%
Felt pressured once or twice	28.2%	26.3%
Felt pressured Several Times	14.5%	8.4%
Felt Pressured often	6.4%	2.1%

There appears to be a consistent decline in the perceived pressure to drink on the part of the program participants. While 50% of the participants "never felt pressured" to drink prior to the beginning of the program, 63.1% reported that they "never felt pressured" to drink during the last 6 months of the program. Similarly there was a decline in all other categories of perceived pressure. These data can be explained in several ways. The norms of the group may be changing and so, in fact, there is less peer pressure to drink. Or the youngsters may be gaining new strength, resulting in more responsible decision making, thus rendering them less aware of and susceptible to group pressures. Further, there is a trend away from conforming to this peer pressure. At the beginning of the program 22% of the respondents said they usually go along with the pressures to drink compared to 13% at the end of the program. The data obtained from the interviews further demonstrate this trend.

In the words of a 17-year-old youngster from South Omaha, "I used to drink a lot on weekends (a twelve-pack of beer at one time)--now I drink no more than five at one time. I used to drink because everyone was drinking. Now I drink to have a little fun. Now I don't have to drink to have fun."

A fourteen-year-old boy from Pacifica told us, "I'm

learning that you don't have to go along with the group to be accepted. I don't want to get drunk anymore."

A 16-year-old from Central Florida put it this way: "I am now more aware of the consequences of heavy drinking. I was doing it to be part of the group and to be accepted. I now know that the group aren't really impressed by my getting drunk."

A 14-year-old male from Fullerton said: "Before I thought it was cool to drink with everyone else. Now I realize that you don't have to drink to be accepted."

Thus we see a strong indication that exposure to the program has resulted in greater confidence in the participants' feelings about their own decisions and movement away from receptivity towards group pressure in drinking situations. The in-depth interviews indicated other changes in drinking habits and attitudes toward alcohol. The following are examples (in the words of the participants) of the changes brought about by Project TEAM in the decision making processes.

A 16-year-old female from East Aurora: "I don't drink for effect any more. It made me talk easier. . . . Now I don't need it and am able to be open and honest with others."

A 16-year-old male from Kips Bay: "Drinking used to be a reason to get together with my friends. Now it is not the main reason."

A 16-year-old boy from Central Florida: I used to drink to help me forget things, to escape. I am now more aware that it is a lousy escape. I only was left with more problems as a result of drinking."

A 19-year-old female from Pittsfield: "I used to drink on weekends and on some mornings on the way to school and on school nights when we went out. . . . I sometimes needed it to get started in the morning. I've learned a lot of things; it sort of scared me at first. Al took time to explain to us how it affects your body. Last year I would have said, so what, but with people who really know, you listen. I don't feel I need a drink anymore. If I want one at the appropriate time I have it."

Thus, youngsters tell us that drinking is still in their repertoire of behavior, but for many it has taken on different meanings. It is no longer seen as a means of obtaining status, and it is less of a crutch to help them in difficult situations.

The responses to two of the questions on the interview schedule further reinforce the positive impact of the program. In response to the question, "Have your drinking habits changed since you have been a member of this group?" 29 of the 45 interviewees answered affirmatively. In response to the query "Has your attitude or feelings toward alcohol changed since you've been in this program?" 42 of the 45 interviewees said yes.

Project TEAM appears to have been successful in modifying the attitudes and behavior of the participants with regard to alcohol. The affective educational base around which Project TEAM was conceived and the program materials developed caused the evaluators to look for indicants of growth and self-awareness. It is believed that these factors lead to responsible decision making with regard to alcohol as well as in other areas of personal development. The following excerpts from the interview protocols demonstrate how the young people feel about changes in themselves which they attribute to their participation in the program.

A teenage girl in East Aurora said: "It is easier for me to talk with others. I trust people more than I ever did in the past. My family has noticed changes in me. My attitudes toward them and school are much more positive."

A 16-year-old boy from South Omaha told us: "I am able to work better with people. I was very shy and always felt people laughed at me when they heard my ideas. Now I know people won't laugh at me. In fact they liked my ideas for making the posters."

An 18-year-old girl from Pittsfield said: "I am learning to talk to people. I am more open and less shy and I am learning to deal with my feelings. I am coping with things better."

A 15-year-old from Richmond stated: "I treat people nicer than I used to before. I used to get mad at my friends for little things, now I don't get mad."

An 18-year-old girl from Wheeler told us: "I feel more able to talk in a group. I don't feel as shy."

An 18-year-old from South Omaha said: "I am calming down. I don't get into trouble anymore. I haven't been in any fights. People in the Club seem to like me more since I've been in the program."

A 16-year-old from Kips Bay stated: "I control my temper more. I used to let go easily when someone made me angry. I realize now that getting mad doesn't solve anything. Trying to work out the problem does help."

A 14-year-old from Pacifica said: "The group makes me feel good and I am accepted for the way I feel about things."

The evaluators believe the BCA Project TEAM was successful in:

1. modifying the attitudes and values of 129 youngsters in nine model program sites
2. modifying the behavior and attitudes of 129 youngsters in these primary groups with regard to alcohol
3. exposing 27 secondary groups to alcohol-awareness programs in 7 sites (as incorporated in their model program designs)

4. developing model programs that are ready to be tested for incorporation into the ongoing Boys' Club structure.

A large part of the success of the 1976-77 Boys' Clubs of America's Project TEAM is due to the enthusiasm, the administrative skills and the concern for young people of the National Project Director. Mr. Jordan defined his role as a facilitator to the growth and development of the Boys' Club staff working with him on Project TEAM. He has shared ideas, probed new directions and proved to be strong, flexible and cooperative in dealing with those who have worked with him. The enthusiastic and dedicated Mr. Brian Windsor, the Assistant National Project Director, enhanced the efforts of Mr. Jordan and contributed to accomplishments of the TEAM effort.

RECOMMENDATIONS

On the basis of the above evaluation the following recommendations are being suggested.

1. The use of behavioral objectives proved successful in focusing the activities of each successful program. However, the nature of the self-monitoring aspect of the objectives should be clarified for future participants.

2. When undertaking a new program the cooperation and understanding of all staff members in the unit should be obtained prior to initiation. It is difficult to "work these things out" later. It is suggested that all staff members, even those without direct program responsibilities, be briefed on the nature and implications of the program.

3. Because of the reported difficulties in scheduling long-term programs, it is suggested that some BCA units experiment with short-term intensive alcohol abuse prevention programs. Mini-program adaptions of some models should be instituted and examined.

4. The importance of group solidarity and individual identification with the group has been indicated by the participating youngsters and staff members. It is suggested that alcohol-abuse mini-programs be incorporated by existing groups with high morale, e.g., teams or special interest clubs. Capitalizing on the existing nature of the group

eliminates the need for selecting participants, building morale and establishing commitment--all of which are time consuming.

5. The excellence of Boys' Clubs in the field of health and physical education has long been noted. As most youngsters associate alcohol abuse with health factors, it is suggested that the Boys' Clubs capitalize on their expertise, and the national concern with health by directly building a prevention model to be incorporated into the physical education program of the club.

6. Many Boys' Clubs run successful summer camp programs. The camp milieu is ideally suited for incorporating an alcohol abuse prevention project.

7. The professional staff development emphasis at the Consultation was successful in improving the quality of the programs and insuring speed in launching programs. However, in some instances there was too much delay in beginning program activites. Clear guidelines with timetables for this initial stage might prove useful. Explicit training and workshops on program development in a very concrete "how-to" manner are in order.

8. The crucial nature of maintaining close cooperation with local agencies has been demonstrated. It appears that a great deal of "start-up" time is used in establishing contacts. It is suggested that guidelines on how to develop

these crucial connections efficiently be developed and disseminated. These guidelines should be very practical in nature. They should indicate where to look for aid, whom to avoid, which contacts can be established by phone, when an on-site visit should be arranged, etc.

9. TEAM Times and other resources provided by the national staff gave local clubs the feeling of being part of a large national movement and enhanced the morale of the staff and participants. Suggestions on how to use these resources effectively would enhance program activites.

10. Programs are most successful when they capitalize on the available skills and talents of local staff (e.g., South Omaha, Pittsfield). It is counterproductive to attempt programs which depend upon abilities and/or resources which are not readily available (e.g., Pacifica).

11. Resource personnel were effective when the Resource Person was in close geographic proximity to the program site. Even great talent cannot compensate for distance when it comes to guidance.

12. Those clubs which involved young people known to be abusers in the alcohol abuse prevention programs (e.g., Wheeler and South Omaha) demonstrated success. While Boys' Clubs should not attempt to become treatment centers, they should not hesitate to include youngsters with problems when the program is appropriate.